

4th Grade Frameworks & Acronym Glossary

Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 4

Every framework and acronym used across 4th grade, with what it stands for and where it is taught.

FRAMEWORK / ACRONYM	WHAT IT IS	THE PARTS	WHERE USED
Genre Compass	The planning path a writer follows before drafting.	TOPIC → PURPOSE → AUDIENCE → RESPONSE GENRE → PLANNING STRATEGY	<i>Prepare</i>
Response Ecosystem	The seven writing routes a writer can choose from.	Narrative • Informative • Opinion • Argumentative • Poetry • Correspondence • Research / Inquiry	<i>Prepare</i>
TRAILS	The anatomy of a personal narrative.	T: Topic/Experience • R: Relationships • A: Actions, Thoughts & Dialogue • I: Important Moment • L: Lesson/Lasting Effect • S: Setting	<i>Prepare, C7</i>
TRACKS	The six kinds of measurable evidence students hunt for while reading (verbatim, color-coded in every module).	T: Time • R: Reactions • A: Actions • C: Character, Concept, Creature • K: Key Knowledge • S: Scenery/Setting	<i>All clusters (reading)</i>
SCR	Short Constructed Response, one tight paragraph.	Thesis + Evidence + Explanation	<i>C1</i>
ECR / TREES	Extended Constructed Response, grown like a tree, the informative-response roadmap.	T: Thesis • R: Reasons/Ways • E: Evidence • E: Explanation (with DEEP FACTS) • S: Significant Inferencing (the Bluebird Moment). Grown like a tree: Roots = Passage + Prompt • Trunk = Thesis • Branches = Reasons/Ways, Evidence, and Explanation.	<i>C2, C3 (all informative clusters)</i>
CSI	The evidence-selection HABIT: choose the smallest set of strongest, most relevant proof.	Applied when gathering and pruning text evidence for a reason	<i>C3</i>
CREATURES	The full roadmap for an argumentative response.	C: Claim • R: Reasons • E: Evidence • A: Argument • T: Thinking • U: Understanding Others • R: Rebuttal • E: Ending • S: Significance (the Bluebird Moment)	<i>C4, C6</i>
Evidence Bridge + RRR	Paired-passage synthesis and its conclusion.	Evidence Bridge = using evidence from BOTH texts • RRR conclusion = Restate • Reference • Reflect	<i>C5</i>
LEAVES	The craft moves of poetry.	L: Lines & Layout • E: Emotion & Experience • A: Artistic Language • V: Voice • E: Echo & Sound • S: Significance	<i>C7</i>
Five Research Lenses	The questions researchers ask of their sources.	PLACE • NEED/PROBLEM • CHOICE/IDEA • ACTION/CHANGE • LEGACY	<i>C8</i>

GRADUATE	The Teach BIG infinity learning cycle that structures every five-day module.	Gather · Reveal · Attempt · Discuss · Use · Award · Target · Explain	<i>All clusters (lesson cycle)</i>
RPLD	Range Performance Level Descriptors, the five thinking levels.	NOTICE (Foundational) → CHOOSE (Emergent) → SHOW (Visible) → OWN (Independent) → DEFEND (Reflective)	<i>All clusters</i>
Bluebird Moment	The Significance sentence, where the writer explains why the idea matters beyond the paper. It is the closing “S” move in every framework that ends in significance, so it appears in all the TREES informative clusters as well as the CREATURES argumentative clusters.	The closing S of TREES (S: Significant Inferencing, informative) and of CREATURES (S: Significance, argumentative)	<i>C2, C3 (TREES / informative), C4, C6 (CREATURES / argumentative)</i>